

OECD Work on Research

Research Management and Support

Research in higher education institutions involves funders, evaluators, trainers, and administrators. Their relations are complex and often fraught. The IMHE work in this area addresses three themes: managing and supporting institutional research, sources of funding, and research training and research as a career. These themes are explored in thirteen case studies in different countries undertaken in traditional or new, comprehensive or specialised research institutions—scientific and research-intensive, or regional with an entrepreneurial orientation. The case studies raise questions about institution-wide attempts to formulate priorities, attract and allocate resources, establish personnel policies for recruitment and researchers' career development. They also concern how to establish a productive relationship between the processes of institutional management of research and institutional governance. Furthermore, they also raise questions about the value and use of institutional strategic plans, about how to foster an environment that is conducive to research, and about how to address the balance between an institution's research, teaching and community mission. To broaden the picture even further, IMHE draws on ongoing work in the OECD Directorate for Science, Technology and Industry (see page 2) and a study carried out by Dr. Ellen Hazelkorn of the Dublin Institute of Technology (See *IMHE-Info* no. 3, 2001 and below).

Growing Research in New and Emerging Institutions

During the past three decades, a wide range of new universities and other higher education institutions have

been created to meet the demand for new programmes, to respond to the rapid growth in student numbers and to changing expectations of how higher education contributes to regional development. Despite their heterogeneity, these institutions share common problems and issues especially as they try to expand their research activities. More than twenty new and emerging higher education institutions in OECD and non-OECD countries have participated in the study designed to analyse the issues and to share good practices and strategies.

The case studies and project analyses give an insight into what is happening internationally in new and emerging institutions. Such external macro-factors as globalisation, the emergence of the knowledge economy, and changes in national research strategies were examined. Financial relations with governments, human resource management issues, and difficulties in growing research profiles were recognised as common, and some good practices and common strategies were defined on the basis of the case studies. These studies reveal that this group of higher education institutions shares concern in two key areas: management initiatives and response to government policies affecting research. Dr. Hazelkorn presented her conclusions in June at the *New Generation Universities* conference in Australia. Managers of research, HEI leaders, and governing body members responsible for making strategic decisions, policy-makers in government and funding agencies will all find these conclusions useful. The project report will be published in 2003.

OECD FORUM 2002: A Unique Interface Between the Public and the Ministers

Before the Ministerial meeting, on 13-15 May the OECD Forum, *Taking Care of Fundamentals: Security, Equity, Education and Growth*, gave business, labour and civil society the opportunity to discuss key issues with government ministers and leaders of international organisations. In allowing participants to help shape the outcome of the OECD annual ministerial meeting that followed it,

the Forum is unique. Its programme focused on equity, education, and development. Mrs. Laura Bush, the First Lady of the United States, gave a presentation entitled *Education: the Door of Hope*. Annemie Neyts-Uyttebroeck, Belgium's Minister of State for Foreign Affairs, reported at the Ministerial meeting on the main conclusions from Forum discussions.

Viable Financial Management: A Joint IMHE-HEFCE Comparative Studies

Governments are transferring more and more control over expenditure and responsibility for financial management to higher education institutions. How can the financial health of autonomous universities be supported and maintained? If problems arise, whose responsibility is it to solve them? How far does the business paradigm apply?

The Higher Education Funding Council for England has been responsible for funding higher education, research, and associated HEI activities in England since 1993. Together, IMHE and HEFCE are organising an international comparative review of the financial management and monitoring of HEIs. The objective is to help develop HE

policy and management internationally so that HEIs remain financially viable in the long term. Eight countries — Australia, Germany, Ireland, Japan, the Netherlands, Sweden, the United Kingdom and the United States — have agreed to take part in the study. National case studies will describe the structure, legislation, guidance, government involvement, problems, and questions that arise and the answers that work and those that fail in these HEIs. For the final report, IMHE has contracted JM Consulting to make a synthesis of the findings in the reports. The final report, which will be presented at the 2004 IMHE General Conference, will be relevant for HEIs worldwide.

OECD Work on Research (continued)

Decision-making and Funding of Public Sector Research

The Directorate for Science, Technology, and Industry (DSTI) examines policy issues around the intertwined realms of science, technology and industry. In Western knowledge-based economies, it is widely assumed that publicly funded research generates knowledge and ultimately leads to sustainable economic growth. The policies governing public research institutions therefore have come under increasing scrutiny as economies globalise and compete more intensely.

In September 2000, the OECD launched a project to identify the problems and challenges of managing the science systems in member countries with respect to public sector research. The overall goal of the project is to examine the policy issues involved. These issues include how to measure efficiency, to increase accountability, and to analyse and compare how individual countries shape their 'science system'. The purpose is to identify policies that work and can be adapted to other contexts.

The project looks at some specific issues. These include the structure of responsibilities for decision-making and

funding of public sector research. In most OECD countries universities are the main research performers. However, some countries also have a large sector of public research institutions (PRI). Both sectors of public research must be well managed. Therefore the project tries to analyse and clarify certain questions: To whom are universities and PRI accountable? Who sets research agendas? How are the priorities set? How can central priority-setting be balanced with institutional autonomy? How are the institutions funded? Have funding instruments changed over the last few years? How do they manage their highly qualified human resources?

The DSTI project intersects with IMHE work in that, broadly put, both look at how higher education institutions respond to changing research environments. However, the DSTI project does not look into the problems from the point of view of the institutions but from the perspective of the government agencies responsible for the overall system. For more information concerning this project: www.oecd.org/sti/

OECD Ministerial Meeting in Paris

Once a year, ministers of economy from OECD countries meet in Paris to review the outlook for the world economy and to discuss upcoming policy challenges. Partnership for Growth and Development was the central theme of the 15-16 May meeting, chaired by Prime Minister Guy Verhofstadt of Belgium, who promised concrete, effective decisions. Ministers reviewed the world economy and policy challenges relating to trade, governance, the environment, and development aid, and welcomed the participation of their colleagues from key non-OECD economies including ministers from the Steering Committee of the New Partnership for Africa's Development.

The annual meeting is an integral part of a series of high level meetings. The Doha Development Agenda, the Monterrey Consensus and the Johannesburg Summit on the Environment are building a new partnership between developing and developed countries. The objective is to improve substantially the quality of life in the poorer regions of the world and to ensure that development in all countries is sustainable.



Address change? Please inform IMHE.

News from the Secretariat

New Members

● The IMHE welcomes the University of Surrey, United Kingdom.

News from our Members

● UFRGS Hosts Summit of Rectors

The Universidade Federal do Rio Grande do Sul, a public university in Porto Alegre, co-organised with the Asociación de Universidades Grupo Montevideo, and hosted the third summit of rectors of Iberoamerican public universities on 24-27 April 2002. The meeting was presided by Rector Professor Wrana Maria Panizzi. Roberto Borja, former President of Ecuador, Marco Antonio Dias, former UNESCO Director of Higher Education Division, and Juan Carlos Gottifredi delivered keynote speeches on "Education, Globalisation and the Knowledge Society," "Higher Education: A Social Good or Commercial Service Regulated by WTO?" and "Challenges Faced by the Latin American University Today."



Left to right: Sylvia Rocha, UFRGS International Affairs, Maria Alice Lahorgue, Vice-Rector for Planning, Jacqueline Smith, IMHE, Prof. Wrana Maria Panizzi, Rector

IMHE-NUAS Conference

● To read Nigel French's report on *Financing of Higher Education: A Nordic Perspective*, see www.oecd.org/elsa/education/higher click Documentation, and then click Reports.

Publications of Interest

Decentralisation and the Financing of Education Facilities. OECD Publications (PEB), forthcoming. ISBN 952002013P1

Who finances educational facilities? What criteria are used? How are they applied? Each country has its own system but the general trends indicate that funding sources are diversifying and responsibility is being decentralised. This publication examines the links between decentralisation and new means of financing in a context where central government remains responsible for ensuring access to equity and equality of educational opportunity.

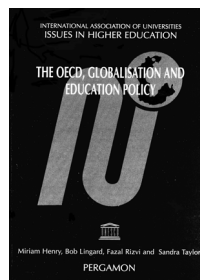
GATS: The Case for Open Services Markets. OECD Publications, 2002. ISBN 9264196455

The General Agreement on Trade in Services is viewed as one the chief accomplishments of multilateral trade diplomacy at the end of the 20th century. It is, however, also at the heart of the controversies surrounding trade policy at the start of



the 21st. Is GATS a threat to countries' sovereign rights to regulate the production, sale, distribution or import of service activities and to supply services across borders — of which education is a part? This study recalls the economic case that underpins service sector reforms and the policy rationales for pursuing open service markets through trade and investment liberalisation. It explains what GATS is, the obligations of WTO members and the policy options they may pursue under it, and points out some of the key negotiating challenges of the current GATS round.

The OECD, Globalisation and Education Policy. International Association of Universities Press, Pergamon Press. 2001. ISBN 0-08-043449-5

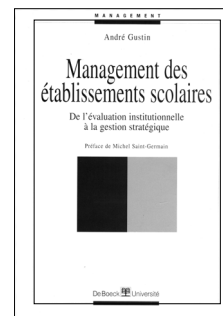


How does an international organisation such as the OECD work, how does it come to formulate best policies and relate to the policy-making machinery of national governments? How do the processes of persuasion work? This

volume examines the processes on the basis of a study of the relationship between the OECD and education policy directions in Australia. It explores the links — between education policy, the nation state, the OECD, and globalisation — through case studies in higher education and vocational education and training policy developments. The examples help elucidate the changing nature of policymaking in the era of globalisation.

Management des établissements scolaires : De l'évaluation institutionnelle à la gestion stratégique, André Gustin. DeBoeck University, 2001. ISBN 2-8041-3592-6 (French only).

A methodological guide to institutional evaluation that considers the psycho-social and organisational factors that affect decision-making and the running of an institution.



IMHE Calendar 2002

14-19 June

IMHE/EUA *Strategic Management Seminar for University Leaders*, Edinburgh, Scotland.

21-22 June

IMHE/University of Western Sydney, Association of Commonwealth Universities. *International Conference for Leaders of New Generation Universities*. Sydney, Australia. www.uws.edu.au/uws/conferences/nguc

22-23 August

Seminar on Managing University Libraries, OECD, Paris, France.

5-12 October

Study Visit to English and French-speaking HEIs in Canada. For more information, consult the IMHE website.

3-7 November

IMHE, in co-operation with the Association of Universities of Asia and the Pacific (AUAP), *Strategic Management Seminar for University Leaders*, Manila, the Philippines.

12-13 November

Seminar on Universities and Health: The Tripartite Mission (training, research and care), OECD, Paris (by invitation).

16-18 September

16th IMHE General Conference on Incentives and Accountability: Instruments of Change in Higher Education, OECD, Paris, France. **Registration deadline: August 2.**

For programme information: www.oecd.org/els/education/higher or contact imhe at imhe@oecd.org

Other Meetings of Interest

24-26 July

The Australian Vice-Chancellors' Conference, *The AVCC Public Relations and Marketing Conference 2002, Quality Time*, North Queensville, Australia. www.avcc.edu.au

2-4 September

CHEPS European Conference, *The New Educational Benefits of ICT in Higher Education*, Rotterdam, The Netherlands. www.oecd.nl/conference

8-11 September

24th Annual EAIR Forum, *Crossing National, Structural and Technological Borders: Development and Management in Higher Education*, Prague, The Czech Republic. www.org.uva.nl/eaif

9-11 September

Deans' European Academic Network, 2002 Conference, *European Universities in Crisis?* Bogaziçi University, Istanbul, Turkey. Sme.belgium.eu.net/esmu

11-14 September

14th Annual EAIE Conference, Porto, Portugal. www.eaie.org

2003

5-9 January

14th International Meeting of University Administrators (IMUA), Kingston, Jamaica. oadmin@uwimona.edu.jm

February 2003

Programme on Educational Building (PEB) Seminar on Capital Investment and Technology, Dept. of Education and Training of Australia. Brisbane, Australia. Contact: Richard.Yelland@oecd.org

OECD Programme for Local Economic and Employment Development

For a complimentary copy of *LEED Flash* please email lucy.clarke@oecd.org.

For a complimentary copy of LEED-on-Line's special issue, *Celebrating 20 Years of LEED*, please email dina.ionescu@oecd.org.

For more information on the LEED Programme, www.oecd.org/tds/leed.

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